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ABSTRACT

Based on the 1998 Arkansas English Language Arts Curriculum Frameworks, this sample curriculum model for grade eight language arts is divided into sections focusing on writing; reading; and listening, speaking, and viewing. The writing section's stated goals are to help students employ a wide range of strategies as they write; use different writing process elements appropriately to communicate to different audiences for a variety of purposes; and apply knowledge of language conventions to print and non-print texts. Reading strategies are structured to help students comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others. The reading section also focuses on guiding students to demonstrate a willingness to use reading to continue to learn, to communicate, and to solve problems independently. The listening, speaking, and viewing strategies focus on helping students develop and apply these communication skills through a variety of informal and formal opportunities. Each section lists student learning expectations; eighth grade benchmarks; assessments; and strategies/activities. In addition, the writing section includes a four-item list of definitions of general performance standards; an explanation of scoring student responses to writing prompts; and a five-item list of domains and definitions. (PM)

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The Arkansas Department of
Education

Language Arts Curriculum Framework: Sample Curriculum Model Grade 8

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Sample Curriculum Model

Grade 8

English Language Arts

Users of this document are referred to the
"Introduction to the Revised Language Arts and Mathematics Frameworks (K-12)"

The curriculum frameworks revision committees suggested that the Arkansas Department of Education create sample grade level benchmark documents to model how a local district could use the frameworks to direct curriculum work. This effort has resulted in the sample Benchmark documents and sample Curriculum model documents in Language Arts and Mathematics for grade clusters K-4 and 5-8. The grade level benchmarks are tied directly to the curriculum frameworks. They contain *suggestions* for classroom assessments (and cite the options listed in the framework) and *suggestions* for strategies/activities.

The grade level benchmarks are intended to <u>support</u> local curriculum work; they are not intended to replace local curriculum work.

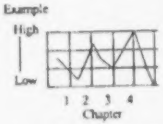
Benchmarks and Model Curriculum are based on the
1998 Arkansas English Language Arts Curriculum Frameworks

Arkansas Department of Education 1999

STRAND 1: WRITING
CONTENT STANDARD 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately tocommunicate different audiences for a variety of purposes.

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.1.1. **Write in class for uninterrupted periods of time about experiences, thoughts and attitudes of self and others.**	In all disciplines, students will write daily in both formal and informal style in journals, logs, and other formats.	Teacher observation Criteria-referenced checklist Teacher checklist/rubric Scoring of each step of the writing process for participation Scoring of the final product using ACTAAP domains and rubrics Rubrics for letter writing	Write in all disciplines Keep a double-column reading log* for responding to learning Write daily in personal journals Keep lab manuals Write steps and processes (e.g., in math and science) Use models and criteria to produce each kind of writing Write letters for real-life situations Answer test questions in sentence form in all disciplines Write poetry in freestyle and traditional forms Write multiple papers in all modes of discourse (narrative, descriptive, persuasive, informative) Write a spool paper* Respond to reading or learning by response questions such as reader-based feedback* Write for fun - classroom mailbox, name poems, jokes and riddles, writing in rounds, etc. **SEE R.1.2., R.1.4., R.1.11, R.1.12., R.1.16., R.2.3.**
W.1.2. **Write in a variety of forms such as personal narrative dialogue, persuasive essays, messages and letters, poetry, advertisements.**	Students will develop multiple works in progress and polished papers in narration, persuasion, exposition, and description including essays, letters, poetry, and other genres in all disciplines. Students will write on topics from personal experience as well as topics generated in class.	Checklists or rubrics Checklists for participation Teacher or self- evaluation of responses **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio statewide project exhibition demonstration teacher-made tests	**double-entry journal*: a reading log in which the page is divided into two columns. Th first column is labeled "In the text" or "Quotes" and the second is "My Responses." **two-column notes*: students record main ideas from reading on the left and details on the right or opinion on the left and hypothesis on the right, etc. **spool paper*: A tightly structured longer paper that systematically organizes information in an introductory paragraph containing a thesis, supporting paragraphs and a concludi paragraph that restates the main points. **Reader-based feedback*: Reader response to three questions about someone else's writing: 1) what was happening to you, moment by moment as you read the piece? 2) Summarize the writing: give your understanding of what it says or what happened in it. Make some images for the writing and transaction it creates with readers. *Teacher resources*: "Writing Workshop" from *In the Middle* by Nancie Atwell, *Seeking Diversity* by Linda Rief, and *Writing with Power* by Peter Elbow
W.1.3. **Write to reflect personal, multicultural and universal ideas.**	Students will write in all disciplines to express awareness of multicultural and universal issues.		

Grade 8: Writing

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.1.4. **Analyze thinking through the writing of explanations, directions, outlines and story maps.**	Students will employ higher order thinking skills in writing by responding to content area literature using clustering, webbing, outlining, focused freewriting, mapping, and plot diagrams.	Checklist/rubric Scoring guide/rubric Participation Observation and submission Plot profile* Exhibition Performance **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio statewide project exhibition demonstration teacher-made tests	Demonstrate proficiency or advanced level (see attachment) of use of the conventions to complete tasks such as the following: Explain steps of the scientific process Write and explain steps in a math problem Write directions for any process (e.g., directions for recipes, travel, etc.) Make an outline Use focused or unfocused freewriting Use clustering*, etc., to organize ideas in all content areas. Analyze literary texts by plot profiles** or response questions Respond to reading by story maps*** Use art to respond to literary texts Write a different ending to a story or novel **SEE R.1.3., R.1.10., R.1.15., R.1.16., LSV.1.6., LSV. 1.6.** **clustering*: A method of organizing (mapping*) ideas and elements of text (i.e., theme, setting, style, character, etc.) ***plot profile*: using a graph to "profile" elements of a story, such as tension, from chapter to chapter  ***story maps*: A variety of diagrams and charts to analyze structure of written text (i.e., clusters, Venn diagrams, sociograms, etc.)

Grade 8: Writing

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.1.5. **Collect, organize, and present data from a wide variety of informational and technological resources, e.g., CD-ROM and interviews.**	As a basis for writing and learning in all disciplines, students will research, organize, and present data from personal interviews and traditional and technological references such as Internet, CD-ROM, etc. for and academic growth.	Teacher observation Presentation of research Video, audio, or written copy of interview Rubrics or checklists Computer presentation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio exhibition demonstration	Use computer for research (e.g., Black History Month, history fair topics, science fair topics, genealogy, biography, fine arts Condut an interview as a prewriting or research activity Use technology to prepare the final product, adhering to ACTAAP proficient or advanced level **SEE LSV.1.9., R.2.4., R.2.5., R.2.6., LSV. 1.12.**
W.1.6. **Maintain and evaluate a collection of writing samples.**	Students will develop a writing portfolio that includes description, exposition, narration, persuasion, writing from other disciplines, and personal reflections on application of the writing process. This portfolio should exhibit growth in ACTAAP writing domains: content, style, sentence formation, usage, and mechanics.	Portfolio Rubric established by district **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio exhibition demonstration	Establish content menu and criteria for portfolio Write multiple papers of each kind of writing to be kept in a working portfolio Select materials for portfolio Develop a portfolio with writing to show growth in writing, knowledge of writing process, and adherence to proficient or advanced level of ACTAAP domains

Grade 8: Writing

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.1.7. **Apply a variety of prewriting activities including clustering, brainstorming, dialogue, drawing, role playing and learning logs.**	In the prewriting stage of writing, to generate and organize ideas for writing, students will use methods that may include focused and unfocused freewriting, clustering, brainstorming, learning logs, journals, lab notebooks, mapping, webbing, and art activities.	Rubrics and checklists Performance Teacher observation	Write on specified topic for a set period of time Cluster ideas for details and organization Brainstorm topic ideas Use double-column learning logs in all disciplines Write in journals daily Keep lab notebooks Use mapping for comprehension Use art as a springboard to writing Dramatize ideas
W.1.8. **Develop a first draft that focuses on a central idea.**	Using material generated in the prewriting phase, students will develop a first draft for a longer, detailed paper which concentrates on central idea, elaboration, unity, and organization. (See ACTAAP domains) Students will revise writing in pairs, in peer revision groups, and one-on-one teacher conferences guided by the criteria of ACTAAP domains Content and Style.	Rubric / checklist Performance Teacher observation	Use graphic organizers for topic sentence, details, and closing Cut and paste prewriting materials Compose directly on the computer Revise in peer groups or pairs Read papers in groups Debrief writing in whole group Conduct one-on-one conferences Teach mini-lessons* on revision strategies/skills
W.1.9. **Revise writing based on student-teacher collaborative feedback in order to re-examine for purpose, audience, voice and sentence effectiveness.**	Students will edit writing to a developmentally appropriate level in pairs, in groups, or by self to correct sentence formation, usage, and mechanics as cited in ACTAAP domains.	Rubric / checklist Peer group checklist Teacher observation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio statewide exhibition demonstration teacher-made tests	Note: Grammar, usage, and mechanics instruction should be given as needed within the context of student writing. **SEE R.1.6.** *Mini-lesson: Brief, focused lesson taught as a small component of learning experience

Grade 8: Writing

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.1.10. **Edit using resources to correct spelling, punctuation, grammar and usage.** **W.1.11.** **Select a publishing form and produce a completed writing product.**	Students will edit writing to a developmentally appropriate level in pairs, in groups, or by self to correct Sentence Formation, Usage, and Mechanics as cited in ACTAAP domains. Using available technology, students will produce a final product to be shared or published that exhibits proficient or advanced level of ACTAAP domains.	Rubric or checklist Peer group performance Peer group checklist Teacher observation Rubric or checklist to show progress toward proficient or advanced level of ACTAAP domains Presentation performance to be assessed by checklist **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio statewide project teacher-made tests	Edit in peer groups or pairs Conduct one-on-one conferences Teach mini-lessons in grammar, usage and mechanics as necessary Oral and/or written presentation of paper Display student work Writing teas* Writing festivals/fairs Mail letters Produce class anthology **SEE R.2.6., R.1.14., LSV.1.2., LSV.1.11.** **Writing tea:* A celebration event at which students read their writing to an invited audience

Grade 8: Writing

STRAND 1: WRITING

CONTENT STANDARD 2: Students will apply knowledge of language conventions (e.g., spelling and punctuation) to print and nonprint texts.

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.2.1. **Use developmentally appropriate spelling, usage and mechanics in writing.**	In the editing stage, students will edit papers for proficient or advanced application of conventions in Usage and Mechanics as cited in ACTAAP domains.	Rubric/checklist Peer pairs or groups One-on-one teacher conferences **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio statewide teacher-made tests	Use peer editing groups Use computer and print tools Apply lessons that pertain to student writing Use conventions checklist **SEE R.1.14., LSV.1.2.**
W.2.2. **Use reference materials, such as thesaurus and dictionary.** **W.2.3.** **Use computer tools, such as thesaurus, dictionary, spell check.**	To exhibit proficient or advanced writing, students will use traditional references such as a thesaurus, dictionary, style manual, and handbook. The final product will reflect use of computer tools to produce proficient or advanced writing.	**Rubric/ checklist** One-on-one conference Observation Peer groups Rubric/checklist One-on-one conference Observation Peer groups Peer pairs or groups Rubric/checklist One-on-one teacher conference	**Use the following to develop writing that** moves toward proficient and advanced levels in ACTAAP domains: Work in pairs or peer groups Revise papers for word usage and meaning Apply mini- lessons on print references Play word games Use a variety of vocabulary resources such as periodicals and texts Employ computer tools to revise and edit Work in pairs or groups Apply Usage and Conventions units Use checklists Use computer and print tools such as Spell Check and Grammar Check

Grade 8: Writing

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
W.2.4. **Expand content-specific and personal vocabularies in writing.** **W.2.5.** **Evaluate style in relation to purpose and audience.**	In the editing and revising stages, students will edit for a proficient and advanced level of Usage: Inflections, Agreement , Word Meanings, and Conventions as cited in ACTAAP domains. Students will write to different audiences in proficient or advanced Style and Sentence Formation as cited in ACTAAP domains.	Peer pairs or groups Rubric or checklist One-on-one teacher conference Performance **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** writing log/journal performance observation checklist portfolio statewide teacher-made tests	Use computer programs such as "Crossword Magic" Write polished letters to school officials, businesses, public officials, etc. Write personal letters and notes Write formal papers Write in personal journals Write for fun (e.g., jokes, riddles, cartoon captions) Write and illustrate figures of speech Apply lessons on sentence formation Work in pairs or groups Conduct one-on-one conferences **R.1.14., LSV.1.10**

Definitions of General Performance Standards

Advanced students demonstrate superior performance well beyond proficient grade-level performance. They can apply Arkansas's established reading, writing, and mathematics skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas and provide well-supported explanations and arguments.

Proficient students demonstrate solid academic performance for the grade tested and are well-prepared for the next level of schooling. They can use Arkansas's established reading, writing, and mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.

Basic students show substantial skills in reading, writing, and mathematics; however, they only partially demonstrate the abilities to apply these skills. They demonstrate a need for some additional assistance, commitment, or study to reach the *Proficient* level.

Below Basic students fail to show sufficient mastering of skills in reading, writing, and mathematics to attain the basic level.

Grade 8: Writing

Scoring Student Responses to Writing Prompts

Domain Scoring

In domain scoring, which was developed in conjunction with Arkansas educators, the observation of writing is divided into several domains (categories), each comprised of various features. Each domain is evaluated holistically; the domain score indicates the extent to which the features in that domain appear to be under the control of the writer. The score is a judgment of the entire domain with all features being of equal importance.

Domains are weighted to reflect the more fundamental importance of some domains.

The domain scores, along with an awareness of the features comprising each domain, are used to plan developmental or remedial instruction for the student.

Scoring Scale

Each domain is scored independently using the following scale.

4 = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.

3 = The writer demonstrates **reasonable**, though not consistent, control* of almost all of the domain's features, indicating some weakness in the domain.

2 = The writer demonstrates enough **inconsistent** control* of several features to indicate significant weakness in the domain.

1 = The writer demonstrates **little** or no control* of most of the domain's features.

*Control: The ability to use a given feature of written language effectively at appropriate grade level. A paper receives a higher score to the extent that it demonstrates control of the features in each domain.

DOMAINS AND DEFINITIONS

CONTENT: (C)

The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a writing intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are **central idea**, **elaboration**, **unity**, **organization**. Weight: 3

STYLE: (S)

The Style domain comprises those features that show the writer purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer's attitude and presence. Features are **selected vocabulary**, **selected information**, **sentence variety**, **tone**, and **voice**. Weight: 2

SENTENCE FORMATION: (F)

The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features are **completeness**, **non-enjambment**, **expansion through standard coordination and modifiers**, **embedding through standard subordination and modifiers**, and **standard word order**. Weight: 1

USAGE: (U)

The Usage domain comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are **standard inflections**, **agreement**, **word meaning**, and **conventions**. Weight: 1

MECHANICS: (M)

The Mechanics domain includes the system of symbols and cuing devices a writer uses to help readers make meaning. Features are **capitalization**, **punctuation**, **formatting**, and **spelling**. Weight: 1

Grade 8: Reading

STRAND 2: READING

CONTENT STANDARD 1: **Students will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.**

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.1. **Read individually and in groups.**	Students will use reading to obtain information in classes across the curriculum. Students will read for enjoyment and share what is read with classmates.	Reading Logs Class discussion Small Group discussion Teacher observation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** checklist observation performance log/journal	Encourage reading by using incentive programs Scheduled library periods Read in all content areas **SEE LSV.1.1, LSV.1.11.** *Suggested Resource:* "Reading Workshop" in *In the Middle* by Nancie Atwell
R.1.2. **Analyze related and implied main ideas and supportive details.**	Students will determine the themes of a variety of literature and identify details which support the themes.	Retelling Class discussion Products **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests performance log/journal	Outline material Summarize passages Use Admit/Exit Slips* Use graphic organizers Use supplemental material to extend reading and learning **SEE W.1.1, W.1.2., W.1.4.** **Admit/exit slips: Admit:* Brief responses to specific questions asked by the teacher at the beginning of class. The teacher reads the responses aloud and use to focus attention on the needed learning. *Exit:* Brief summaries written at the e class of what was/was not learned by students.
R.1.3. **Analyze text using patterns of organization, such as story elements, cause and effect, comparison and contrast.**	Students will use organization skills to analyze text. Students will paraphrase, summarize, compare, make inferences, draw conclusions, and respond to selections of literature. Students will critique, defend, and judge selections of literature.	Teacher observation Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide portfolio exhibition demonstration log/journal writing	Use graphic organizers Engage in class discussion Write analyses of literary and content-specific texts Use supplemental material to extend reading and learning **SEE W.1.2., W.1.4., LSV.1.6.**

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.4. **Analyze literature for purpose, ideas and style of author.**	Students will identify genres of literature and determine the purposes of various genres. Student will analyze author's tone, voice, and style as aids in determining the ideas the author is presenting.	Class discussions Teacher observations **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio performance log/journal writing	Use supplemental texts Analyze for purpose, tone, voice, and style Study examples of unique styles **SEE W.1.2., W.1.3., LSV**
R.1.5. **Read to discern validity of written material, such as propaganda and bias.**	Students will analyze written materials from all areas of the curriculum and the Internet for purpose, audience, accuracy, and impact.	Class discussion Student product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests project observation performance log/journal writing	Students bring examples of errors in print including text, magazines, newspapers, and Internet Contact resource centers (i.e., education cooperatives) for up-to-date video on textbook errors. (Example: *20-20 Expose* 3-99) Show and use as a basis for discussion Students write and compare different accounts of the same school, community, or area events **SEE LSV.1.11., W.1.2., W.1.3.**
R.1.6. **Read and follow directions.**	Student will read and follow directions with increased complexity. Students will extend application of analysis and logic to follow directions for specific learning/activities.	Teacher observation Samples of writing Project **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation performance demonstration log/journal writing	Read and follow instructions to construct or make an item Read and follow instructions to independently complete a project **LSV.1.3., LSV.1.4.**

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.7. **Apply syntactic, semantic and phonetic cues to decode and construct meaning from print.**	Students will be able to use context clues to determine the correct definition of words with multiple meanings. Students will use knowledge of connotations and denotations to comprehend texts. Students will integrate context clues and knowledge of work and sentence structure to comprehend texts. Students will use syntax to aid in comprehending sentences. Students will use their knowledge of the syntactic system as they read in order to decode unknown vocabulary.	Teacher observation Class discussion Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation performance demonstration log/journal writing	Use vocabulary exercises that emphasize context clues Use texts as supplements Look at changes in formal words as usage changes (Verb to noun) Use Cloze procedures to encourage students to use syntax to fill in words deleted from a story **SEE W.1.4., W.2.1., W.2.3., LSV.1.2.** *Cloze: A technique of supplying strategically omitted words in sentences or pa that requires the reader to use context analysis to the supply the missing word(s (Sometimes limited graphophonic cues, such as the first letter of a missing word, given.)
R.1.8. **Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies and critical thinking.**	Students will evaluate new information by testing it against known information and ideas in various forms of literature and functional reading across the curriculum. Students will make inferences and interpretations based on prior knowledge about new information.	Teacher observation Class discussion Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation performance demonstration log/journal writing	Use class discussion to introduce literary or content-specific selections to evoke prior knowledge about setting, culture, or theme KWL chart or other graphic organizers that connect prior knowledge to new learning **SEE W.1.4., W.2.4., LSV.1.6., LSV.1.12.**

Grade 8: Reading

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.9. **Analyze features and organization of the text, e.g., bold type, glossary.**	Students will use the design, structure, and organizing features of printed material (headings, subheadings, placement of text questions, basic parts of the text, bold and italic typefaces, sidebars, footnotes, etc.) to study and sort information.	Class discussion Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation performance demonstration log/journal writing	Use headings and subheadings to make an outline Search the text to find specific information
R.1.10. **Compare literary elements, e.g., setting, character traits.**	Students will identify the similarities and differences in literary elements of variety of genres from a variety of cultures. Students will improve skills of comparison and contrast by comparing literary elements within a work and between works.	Class discussion Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio project checklist observation performance exhibition demonstration log/journal writing	Use a variety of literary genres to compare settings, characters, plots, theme, style, etc. Read a novel, watch the video as a class:and then compare/contrast the novel with the video Using a selection in which a character changes, compare the character's development at the beginning with the end **SEE W.1.4., LSV.1.5**

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.11. **Apply literal and inferential comprehension strategies to analyze a variety of genres from diverse cultures and time periods.**	Reading from a variety of genres, historical periods, and ethnicities, students will compare differences and similarities of life experiences, language, and customs. Students will use literal and implied information to understand the lives and history of people from other periods and cultures. Students will comprehend figurative language (e.g., metaphor, simile, allusion, personification, imagery, idioms, symbolism, etc.).	Classroom discussion Teacher observation Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation performance demonstration log/journal writing	Use a variety of supplemental texts Use a graphic organizer that requires literal meaning, background knowledge, and resulting inferred meaning. Analyze literary text for figurative language Role play to illustrate figurative and literal language **SEE W.1.3.**
R.1.12. **Establish purpose for reading.** **R.2.1.** **Read a variety of materials for a variety of purposes.**	Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc. Students will make reading selections for specific purposes such as entertainment or informational reading.	Teacher observation Reading logs **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio project checklist observation performance demonstration log/journal writing	Read for various purposes: entertainment, information, persuasion, etc. Preview the selection, setting the purpose for reading **SEE W.1.2, LSV.1.9.**

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.13. **Demonstrate proficiency in oral reading, e.g., shared reading activities.**	Students will read orally when appropriate (choral reading, speeches, difficult material, poetry, plays, etc.). Students will read orally with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation).	Teacher observation Audio and/or video presentation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio checklist observation performance demonstration log/journal writing	Students read speeches, poetry, plays, essays, and their own writing. Tape record Read to other groups Read own papers aloud in peer revision groups **SEE W.1.11, LSV.1.1., LSV.1.11.**
R.1.14. **Expand content-specific and personal vocabularies in reading.**	Students will incorporate words learned from reading narrative and expository texts into their own reading and writing activities. Students will recognize specific language forms such as colloquialism, dialect, figurative language, jargon and technical language. Students will use vocabulary building activities. Students will use various reference aids such as dictionary, thesaurus, rhyming, dictionary, synonym dictionary and software.	Teacher observation Student exercises Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio checklist observation performance demonstration log/journal writing	Use vocabulary activities such as word wall and other vocabulary building activities that help students learn strategies for unlocking the meanings of words Explore use of words in different contexts such as common computer terms like *boot up, hit, mouse, download* Use various resources to illustrate literal meanings **SEE W.2.2., W.2.4., LSV.1.2.**

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.1.15. **Employ comprehension strategies, such as prediction, skimming and sequencing.**	Students will comprehend text by using such strategies as analysis, prediction, determination of main points, inference, experience, sequence, etc. Students will select and adjust strategies appropriate to the purposes for reading and the type of text.	Teacher observation Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio project checklist observation demonstration log/journal writing	Provide supplemental texts to extend practice and skill Teach mini-lessons: Making predictions Determining main points Sequencing events Making inferences Summarizing, etc. **SEE W.1.4.**
R.1.16. **Evaluate and react critically to what has been read.**	Students will evaluate selections from literature according to the author's style, characterization, plot, themes, and tone. Students will support conclusions with examples drawn from the text.	Teacher observation Products **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation performance demonstration log/journal writing	Teacher selects works to illustrate specific literary elements Teacher uses a combination of modeling and class discussion to analyze selected work s according to dominant literary elements Analyze/compare texts dependent on similar literary elements Write a character analysis Discuss, role play, and debate to react critically to literary or content-specific selections **SEE LSV.1.11, LSV.1.7., W.1.3., W.1.9.**

STRAND 2: READING
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
R.2.2. **Self-select reading materials from libraries and other sources.** **R.2.3.** **Choose reading to satisfy, extend and expand personal interests.**	Students will select reading materials that interest them and/or extend their content learning and are at their independent reading level. Students will read for personal enjoyment and interests.	Computer tests Teacher observation Research Project **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance log/journal	Use computer reading programs Student library time Choose a nonfiction subject and write a short summary based on one source **SEE W.1.3.**
R.2.4. **Choose reading as an information-gathering tool to develop informed opinions and make decisions.** **R.2.5.** **Read to research an idea using various technical resources.** **R.2.6.** **Use library and reference skills.**	Students will use multiple print and technological resources to gather information which addresses specific questions. Students will interpret information presented in graphs, tables, maps, diagrams. Student will use the card catalogue and/or available technological search engines.	Teacher observation Research project Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio checklist observation performance exhibition demonstration log/journal	Write a short summary about a nonfiction subject based on one or two sources Library and Internet scavenger hunt Library use and skill unit Research print and technological resources for performance projects (e.g., science fair, history day, research report) **SEE W.1.5.**

Grade 8: Listening, Speaking, and Viewing

STRAND 3: LISTENING, SPEAKING AND VIEWING
CONTENT STANDARD 1: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
LSV.1.1. **Respond orally to materials read, e.g., book reports, cooperative groups, literature circles.** **LSV.1.14 Use clear, concise language when speaking.**	Students will make planned formal presentations based on notes or memory to a small group and whole class in a variety of content areas	Teacher or class-generated scoring guide/rubric Teacher observation Peer critique **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio project checklist observation performance exhibition demonstration log/journal	Have students debate an issue read about in social studies text Present a "how-to" speech on a student selected activity (e.g., baking cookies, setting a table, wrapping a package, bathing a dog, changing a diaper) Read papers aloud in revision groups. **SEE R.1.1., R.1.11., R.1.13.**
LSV.1.2. **Expand content-specific and personal vocabularies in listening and speaking.**	Students will demonstrate understanding of denotation and connotation in informal and formal listening and speaking experiences in all content areas.	Student list of words Classroom discussion Teacher observation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide demonstration portfolio writing teacher-made test observation performance project checklist exhibition log/journal	Listen to an audio tape of a famous speech and list the words that produce an emotional response. The class will discuss the denotation and connotation of the words listed Play auditory word games **SEE W.1.10, W.2.2, R.1.7., R.1.8., R.1.14.**

Grade 8: Listening, Speaking, and Viewing

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
LSV.1.3. Comprehend oral instructions. **LSV.1.4. Give and follow directions.** **LSV.1.14 Use clear, concise language when speaking.**	With increased complexity, students will interpret oral instructions and demonstrate comprehension of spoken instruction by understanding, organizing, and remembering directions to perform specific tasks/assignments. Students will give and follow directions to accomplish a group goal.	Teacher observation Student evaluation of activity Rubric **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide portfolio teacher-made test performance observation writing log/journal checklist	Students working in groups will create a game and teach the class to play it Role playing **SEE R.1.6.**
LSV.1.5. Listen and contribute to discussions. **LSV.1.14. Use clear, concise language when speaking.**	With greater complexity, students will generate and contribute to small group and whole class discussions to achieve a group goal. Students will provide supportive verbal and nonverbal cues to participants in a discussion to achieve a group goal.	Observation Student evaluation-either oral or written Use of rubric **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** observation portfolio checklist performance demonstration log/journal writing	Conduct a class meeting using parliamentary procedure to plan a grade level track meet or other event Teacher divides class into two groups to play a game (see LSV.1.3). One group is secretly told to provide positive verbal and nonverbal cues as they play while the other group is told to provide negative verbal and nonverbal cues. The groups will evaluate their experiences Develop a rubric for an assignment **SEE R.1.4, R.1.10.**

Grade 8: Listening, Speaking, and Viewing

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
LSV.1.6. Analyze and evaluate what is heard. **LSV.1.10. Recognize propaganda, bias and censorship.** **LSV.1.14. Use clear, concise language when speaking.**	Students will classify examples of propaganda, bias, and censorship in a variety of media and in literature.	Teacher or class-generated scoring guide/rubric Participation Product **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio checklist observation performance exhibition demonstration log/journal writing	"All News Is Not The Same"-Students view a variety of types of news programs and analyze the segments for examples of propaganda, bias, and censorship Students bring in examples of propaganda, bias, and censorship in a variety of materials and explain their selections Listen and respond in a small group **SEE R.1.2., R.1.3., R.1.18, W.1.4., W.2.5.**
LSV.1.7. Summarize and paraphrase what others have said. **LSV.1.14. Use clear, concise language when speaking.**	Students will demonstrate ability to paraphrase by restating what was seen or heard in a variety of media. Students will demonstrate ability to summarize significant information from a variety of media.	Teacher observation Participation Class discussion Self evaluation of performance **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio observation checklist performance demonstration log/journal writing	After reading a textbook chapter, students will work in pairs. One student will paraphrase the material while the partner listens. The partner will summarize the significant information. (Could be used with content-related articles, videos, guest speakers, observation of a school event)

Grade 8: Listening, Speaking, and Viewing

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
LSV.1.8. **Read orally with meaning and expression.**	Students will demonstrate ability to read with expression appropriate to content based on identification of audience and purpose in a variety of genres.	Scoring guide/rubric Peer evaluation Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance	Students select, analyze, and prepare an oral reading of a poem to the class communicating the poem's meaning through their expression. Students will create a "listening hook" (a brief introduction; something to listen for) for their poem to interest and prepare their audience. Students will select an appropriate children's book and practice oral reading before presenting the book to a group of younger children.
LSV.1.9. **Plan, develop and produce a visual presentation, using a variety of media such as videos, newspapers, magazines and computer images.**	Using an expanded variety of media, students will create and present a visual project as a group that purposefully communicates a specific student-, group-, or teacher-directed message to a targeted audience.	Scoring guide/rubric Student portfolio Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** checklist observation performance demonstration exhibition project log/journal	As a small group, students will create a poster, video, or PowerPoint presentation to introduce and serve as an orientation for all students new to the school. Present projects for competitions **SEE W.1.5., W.2.1.**

Grade 8: Listening, Speaking, and Viewing

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
LSV.1.11. **Speak before a group to express or defend an opinion, present information, tell a story and share a visual display.** **LSV.1.15.** **Exhibit effective use of body and voice.**	Students will have specific formal opportunities to express and defend an opinion, present information, and share a visual display in all content areas. Students will demonstrate a range of appropriate vocal qualities and gestures to communicate effectively.	Scoring guide/rubric Observation Peer evaluation Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance exhibition demonstration log/journal project	Role play: A student selects a person from history to pretend to be in a "Living History Fair." The student will become the person by dressing appropriately and being prepared to explain questions about himself or herself and his or her work. Students formally debate a national issue in social studies class. **SEE R.1.1., R.1.5., R.1.13, R.1.16., W.1.4.**
LSV.1.12. **Conduct an interview.**	Students will conduct an interview to acquire information needed for a specific purpose in a variety of content areas.	Scoring guide/rubric Student portfolio **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance demonstration log/journal	Students will call, e-mail, or personally interview a Civil War re-enactment participant for a history class report. **SEE W.1.5., R.1.8.**

Grade 8: Listening, Speaking, and Viewing

STUDENT LEARNING EXPECTATIONS	EIGHTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ACTIVITIES
LSV.1.13. **Make and respond to introductions.**	Students will practice formal introductions in a wide range of situations. Students will practice formal responses to introductions.	Observation Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance demonstration log/journal	Students will introduce guest speakers to a class or an assembly. Students will introduce an entertainment act at a school assembly A student will interview a person new to the class for a few minutes and formally introduce the person to the whole class.
LSV.1.15. **Exhibit effective use of body and voice.**	Students will use body language appropriate for a specific audience and purpose in formal and informal situations. Students will demonstrate appropriate vocal qualities for a specific audience and purpose in formal and informal situations.	Observation Student portfolio Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance demonstration log/journal	Students will role-play being in a job interview. Working in pairs students will practice the roles of both interviewer and interviewee. A video tape of the interviews can be made for the class to analyze the use of effective body language and voice. Students will listen to Martin Luther King, Jr.'s "I Have a Dream" speech read in a monotone followed by a recording of the speech as delivered by Dr. King. Students will analyze the effect made by vocal quality.

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